

# 6-Year Monitoring Self Assessment Workshop's

## FAQs

### Cycle 1

#### **Q.Should the LEA's governing board approve a Homeless Policy?**

*A. If your LEA governing board approves other policies, they should approve the homeless policy as well.*

#### **Q.Do LEA's school boards approve LEA policies?**

*A. ARS15-341 (A) specifies the general powers and duties of school district governing boards. 15-341(A)(1) indicates that the governing board shall prescribe and enforce policies and procedures for the governance of the schools, not inconsistent with law or rules prescribed by the state board of education.*

#### **Q.Do LEA's school boards or just each site's parent/teacher committees approve site policies?**

*A. Each LEA school board would determine how to handle these kinds of policies.*

#### **Q.Please explain the need to set aside Title I funds for parents. Is this only for non-charters with private schools in the district?**

*A. Parent Involvement that requires the 1% set aside. It addresses 2 things, First, what the money is to be used for - which is to carry out the requirements of 1118, including family literacy and parenting skills. The guidance from this April addresses this in item E.4: LEAs provide assistance to parents to work with their children to improve academic achievement, whatever that has to be based on parents' needs.*

*Second, is the \$5000 (should this be \$5000.) minimum, which translates into a \$500,000 allocation is required for the 1% requirement to kick in.*

*So the LEA has to comply with the 1118, but is only required to set aside 1% to do it if Title I is over \$500,000. Also, the guidance outlines how to distribute the funds with an example in C.16: Of the set -aside, a proportionate amount for private school parent activates comes first, then 95% of the remainder goes to the Title I schools. Any remaining funds can stay at the LEA level for parent activities.*

**Q. Is there a specific time (first semester, etc.) the Title I parent meeting is to be held? Do parents who are involved in policy and compact need to be parents of targeted students? Or any parents who are in the school?**

*A. The law is not specific as to the time of year the meeting should be held. It says the annual meeting shall be convened at a convenient time to which all parents of children participating in Title I shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, to explain the requirements of Title I and the right of the parents to be involved.*

*A. The requirement for parents to be involved in the planning and development of parental involvement policies refers to all parents of children participating in Title I programs.*

**Q. How often should the Parent Involvement Policy and Compact be revisited/revised? Should it be approved annually?**

*A. Parents need to be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parental involvement policy. This requirement is part of the rights of parents to be involved.*

## **Cycle 2**

**Q. Must a targeted assisted school comply with the 4-week notice re: non-H.Q. Teacher teaching students?**

*A. Section 1111 states that a school that receives Title I funds shall provide to each individual parent, timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.*

**Q. HQ requirements: for special education teachers (K-8) who may teach resource math, reading and language arts. Are they required to have to be HQ in each subject area or do they only need to be HQ in special ed?**

*A. The highly qualified requirements would apply to any teacher teaching core academic subjects.*

**Q. Is there a school wide plan template?**

*A. YES, it is posted on the Title I page of the ADE web site – [www.ade.az.gov/aad/title1](http://www.ade.az.gov/aad/title1)*

**Q.If HQ teachers in charter schools do not necessarily need to have certification, must they meet the HQ rubric?**

*A. A teacher in a charter school in Arizona needs to have an undergraduate degree and complete the required number of content courses to teach academic subjects, or meet the Arizona HOUSSE Rubric, or take and pass the content area test.*

**Q.If we don't base our poverty level on our free & reduced lunch figures, how do we know if our school is at the 40% level to qualify as schoolwide?**

*A. The LEA shall use the same measure of poverty to determine the percent of poverty of in each Title I school. The measure of poverty shall be the number of children ages 5-17 in poverty:*

- ☐ *counted in the most recent census data;*
- ☐ *eligible for free and reduced priced lunches;*
- ☐ *in families receiving assistance under the State program funded under part A of title IV of the Social Security Act;*
- ☐ *eligible to receive medical assistance under the Medicaid program; or*
- ☐ *a composite of these indicators.*

**Q.Can a student go to the “Reading Specialist” during their regular core reading time, or must it be in addition to their core reading time? We have hired a full time Reading Specialist to work with targeted students during the school day.**

*A. NCLB indicates that the LEA shall give primary consideration to providing extended learning time, such as an extended school year, before-and-after school, and summer programs and opportunities that provide an accelerated, high quality curriculum, including applied learning, and minimize removing children from the regular classroom during regular school hours for instruction.*

**Q.If poverty % is based on census & not free & reduced lunch – how do we find out what our school or district % is?**

*A. The Title I allocations and poverty counts are posted on the Academic Achievement Operations page of the web site at [www.ade.az.gov/aad/operations](http://www.ade.az.gov/aad/operations)*

**Q.What is the “content area test” for charter teachers?**

*A. Certification content area tests are available for all core academic subjects except economics, which is currently under development. Charter school teachers may take these tests without applying for certification. Middle school content teachers will need to take the secondary subject test; elementary teachers should take both the content test and the professional knowledge test.*

## Cycle 3

**Q.I anticipate our school being in “Frozen Year 1”. Does our school have to rewrite/resubmit their school improvement plan?**

*A. Your school should review its plan and make adjustments, if needed. A new plan is not required unless changes are substantial.*

**Q.What if there is a new principal with a new vision for how to improve school, is this principal obligated to follow original plan?**

*A. The principal is key to implementing any school plan, but he/she cannot do it alone. These decisions need to be made based on the school needs assessment and student data and should be jointly made among the staff. If the new principal can lead the group in a new direction that is consistent with the requirements of improving student achievement and ultimately meeting AYP and thus getting out of school improvement status, the school can change its plan. It should not be a decision imposed on the school by a single person.*

**Q.In a schoolwide Title I program please clarify why you can help pay for teachers salaries? (I understood that regular classroom instructional salaries could not be paid with Title I because it needs to be provided anyway.)**

*A. In developing a schoolwide plan, all of the resources of the school are combined to support the goals and activities of the SW plan, including both federal and state and local funds. The school should view this as a combined source of funds; federal funds lose their identity within the SW budget. But accountability also requires these two things: first, the intent of the programs contained within the SW budget must be met and expenditures need to be charged to the programs. So, for example with Title I, the SW plan must address how students who are falling behind academically will receive additional services, but they do not have to be “targeted” in the same way that a targeted assistance program requires. Secondly, since funds do not have identity, you can charge proportionate expenses to the programs that contribute to the SW budget; if Title I contributes 10% of the money, then 10% of expenses, such as teacher salaries, can be charged to Title I. You do not have to identify the “Title I” teachers by job description, since all teachers in a SW school are considered to be Title I.*

**Q. We had a school that did not make AYP last year, we appealed and won. This year they did not make AYP this year. Are they in year 1 or 2 of School Improvement (warning & technical assistance)?**

*A. The final result from last year is now that you met AYP. You need to consider 3 years of results in order to determine SI status. If the school was already in school improvement, its status was “frozen”. If it was not in SI, there were no consequences for last year.*

*For this year, not meeting AYP will move the school from “frozen” to the next level of school improvement,*

*OR*

*if the school was not in SI, this is a “warning year” in which the school should be aware that a second year of not meeting AYP after this year’s testing will result in being identified for SI.*

## **Cycle 4**

**Q. Does an On-Site visit involve more than 1 day – such as 1 day for protocol, 1 day for funding and 1 day as a follow-up?**

*A. The length of the on-site visit depends on the size and scope of the LEA. Usually the visit lasts one day.*

## **Cycle 6**

**Q. How strict is the training requirement for the person doing the testing?**

*A. The person administering the test should have attended the Harcourt training, or should be trained by a person who attended the Harcourt training. This person must be fluent in English.*

**Q. Do they need a certificate to administer the SELP or just attend training? What if we don’t have anyone that attended training?**

*A. No certificate is necessary. The test administrator must be trained either by attending the Harcourt training, or by a person from the district who did attend the Harcourt training.*

**Q. How does the SELP for ELL apply to a primarily oral language such as Navajo?**

*A. The Harcourt SELP is an assessment used to determine English language proficiency. It does not test for proficiency in other languages.*

**Q. Can we use Title III funds to purchase “ELL” testing from Harcourt?**

*A. Yes, Title III funds may be used to purchase the language proficiency assessment.*

## **Additional Questions:**

**Q. Does sudden growth affect NCLB funding? How many students = sudden growth**

*A. Only charter schools may apply for current year adjustments based on a “significant event”, which could include additions of grades or expansion of enrollment. There is no specific number of students that qualifies as sudden growth; each charter must apply to be evaluated on an individual basis.*

**Q. As LEA/local school policies/worksheets are deemed “In compliance” by the ADE review board, will these or will samples of compliant programs, be made available as examples for other schools/LEAs? If so how will they be accessed? (Example: xyz school has successfully completed Cycle I. My school is in Cycle I next year. How can I access school xyz’s plans as a sample/template?)**

*A. We currently do not have plans to post samples of compliance in programs or documents. Your assigned education program specialist may be able to provide samples or connect you with other LEAs that may be willing to share.*

**Q. How does an LEA “document” the addition of Title I schools? So, if the LEA used to have 4 schools that qualify for Title I and now they have 6, where does the LEA need to report that information?**

*A. The list of schools should appear in your budget records that show how schools are funded. You should also have program records to show whether each school has a SW plan or how it is meeting the targeted assistance program requirements. The Consolidated Report requires you to enter data for each of your schools. Starting with the end of the FY05 year, reporting of this information will be moved to the completion reports from Title I projects.*

**Q. If we show as cycle 5 and the program director and business manager are new to district & are unaware of what cycle 4 outcomes were & what still needs to be done?**

*A. The director/business manager can contact the ADE specialist assigned and get the information from him/her.*

**Q.Please explain the concept of Crosswalks. Do you have a sample?**

*A. A crosswalk identifies the common elements between two programs or other documents. We use them in order to avoid repetition, especially in school level plan development, where the law specifies slightly different plans for differing purposes. Since effective school planning has many common elements, the crosswalk is used to ensure that components are addressed completely but not duplicating.*

**Q.Where is the Consolidated Report? When is (was) it due?**

*A. This year's Consolidated report will be accessed through the Academic Achievement Reports in the Common Logon as soon as the ED releases the final report format to the states. Part of it will be due at the end of November.*